

**STUDENTS' ABILITY IN IDENTIFYING PART OF SPEECH IN
READING DESCRIPTIVE TEXT AT THE SECOND YEAR
OF SMPN 4 RENGAT REGENCY
OF INDRAGIRI HULU**



By

**PARENA WATI
NIM. 10514000377**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H/2010 M**

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Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



By

**PARENA WATI
NIM. 10514000377**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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ABSTRAK

Parena wati (2010) : “Kemampuan Siswa dalam Mengenali Kelas Kata dalam Membaca Teks Deskriptif di Kelas 2 SMPN 4 Rengat “.

Penulis tertarik untuk melakukan penelitian. Karena beberapa masalah yang di temukan oleh siswa tentang kelas kata dalam teks deskriptif. Masalah-masalah dirumuskan kedalam dua bagian, Pertama, bagaimana siswa mampu mengenali kelas kata dalam membaca teks deskriptif. Kedua, apa factor-faktor yang mempengaruhi kemampuan dalam mengenali kelas kata dalam membaca teks deskriptif.

Penelitian telah dilakukan di Sekolah Menengah Pertama Negeri 4 Kecamatan Rengat Kabupaten Indragirihulu. Untuk mengumpulkan data dari penelitian, penulis menggunakan tes dan kuesioner sebagai alat-alat. Tes digunakan untuk mengetahui kemampuan siswa dalam mengenali kelas kata dalam membaca teks deskriptif dan kuesioner digunakan untuk mengetahui faktor-faktor yang mempengaruhi kemampuan siswa dalam mengenali kelas kata dalam membaca teks deskriptif.

Bentuk tes adalah pilihan ganda. Dari tes tersebut mereka memilih jawaban yang benar. Tes terdiri dari 30 soal. Kemudian kuesioner terdiri dari 15 soal.

Setelah data diperoleh, penulis menghitung persentase dari kemampuan siswa dalam mengenali kelas kata dalam membaca teks deskriptif dengan menggunakan rumus :

$$P = \frac{F}{N} \times 100\%$$

Untuk memperoleh nilai rata-rata kemampuan siswa dalam mengenali kelas kata dalam membaca teks deskriptif, penulis menggunakan rumus :

$$M = \frac{\sum fX}{N}$$

Pada akhirnya, sesuai dengan penulis temukan kemampuan siswa dalam mengenali kelas kata dalam membaca teks deskriptif dikategorikan kurang memuaskan. Itu dapat dilihat dari hasil tes dengan hasil nilai rata-rata 44,94. Hasil dapat dilihat dari persentase skor 62,06%. Faktor-faktor yang mempengaruhinya adalah; siswa tidak serius mengikuti pelajaran Bahasa Inggris, siswa menemukan kesulitan dalam membedakan kelas kata sebagai kata benda, kata kerja, kata sifat, kata keterangan, kata penghubung, dan kata seru, siswa mempunyai waktu yang cukup untuk belajar, mereka lebih suka bermain daripada belajar, mereka malas untuk berlatih tentang kelas kata.

ABSTRACT

Parena wati(2010) : “ Students’ Ability in Identifying Part of Speech in Reading Descriptive Texts at The Second Year of SMPN 4 Rengat”.

Writer is interested to conduct the research. Because of some problems faced by the students about part of speech in descriptive text. The problems were formulate into two parts. First, how is students’ ability in identifying part of speech in reading descriptive text. Second what factor influence the students’ ability in identifying part of speech in reading descriptive text.

The research was carried out at junior high school 4 at Rengat district in Rengat regency of Indragirihulu. To collect the data of the research, the writer used the test and questionnaire as instruments. The test is used to know the students’ ability in identifying part of speech in Reading descriptive text and the questionnaire is used to know the factors that influence the ability of the students in identifying part of speech in reading descriptive text.

The form of the test is multiple-choice. From the test they choose the number of correct answer. The test consists of 30 items. While the questionnaire consists of twenty items.

After the data obtained, the writer computed the percentage of the students’ ability in identifying part of speech in reading descriptive text by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

To get the means score of the students in identifying part of speech in reading descriptive text, the writer used the formula

$$M = \frac{\sum fX}{N}$$

Finally, in accordance with the writer’s investigation, the students’ ability in identifying part of speech in reading descriptive text is categorized as Fair. It can be seen from the result of test average score 44.94. The result can be seen from percentage score of students is 62.06%. The factors that influence are that the students are not serious to learn English, student find difficulties in different parts of speech as noun, verb, adjective, adverb, conjunction, interjection, etc. students have adequate time to study, they like play than study, they lazy to practice about parts of speech.

ملخص

فارين واتى (2010): قدرة التلاميذ في التعريف الفصل الكلمة في القراءة النص الوصفية بالفصل الثاني المدرسة المتوسطة الحكومية الرابع ريعت.

أخذت الباحثة لتعمل هذا البحث. لأن إحدى المشكلة الذي وجد عند تلاميذ عن الفصل الكلمة في النص الوصفية. تكوين المشكلة في هذا البحث تقسيم على قسمين : أولا " كيف قدرة التلاميذ في التعريف الفصل الكلمة في القراءة النص الوصفية". ثانيا " ماذا العوامل التي تؤثر قدرة التلاميذ في التعريف الفصل الكلمة في القراءة النص الوصفية".

تعمل البحث في المدرسة المدرسة المتوسطة الحكومية الرابع ريعت ناحية ريعت منطقة اندر غير هولوا. لجمع البيانات من هذا البحث، تستعمل الباحثة بغستعمال الإختبار و الإستبيان كالألة. الإختبار يستعمل لمعرفة قدرة التلاميذ في التعريف الفصل الكلمة في القراءة النص الوصفية و الإستبيان يستعمل لمعرفة العوامل التي تؤثر لمعرفة قدرة التلاميذ في التعريف الفصل الكلمة في القراءة النص الوصفية. صيغة من الإختبار اختر اجابة الصحيحة. ومن الإختبار يختار تلاميذ اجابة الصحيحة. الإختبار تتكون من 30 الأسئلة. ثم الإستبيان تتكون من 15 الأسئلة. بعد وجد البيانات تعدد الباحثة النتيجة لكل تلاميذ بالرموز : النتيجة = عدد الإجابة الصحيحة $100\% \times$

عدد الأسئلة

بعد وجد البيانات ، تحسب الباحثة المائة من قدرة التلاميذ في التعريف الفصل الكلمة في القراءة

$$P = \frac{F}{N} \times 100\%$$

النص الوصفية بإستعمال الرموز :

لوجد المعتدل النتيجة قدرة التلاميذ في التعريف الفصل الكلمة في القراءة النص الوصفية بإستعمال

$$M = \frac{\sum FX}{N}$$

الرموز:

في أخره يناسب وجدت الباحثة قدرة التلاميذ في التعريف الفصل الكلمة في القراءة النص الوصفية تدل على ناقص. ذلك يستطيع ان ينظر من حصول الإختبار بالحصول النتيجة بقدر 44,94. الحصول يستطيع ان ينظر من المائة النتيجة 62,06 %. العوامل التي تؤثرها هو : التلاميذ لا يجتهد يتبعون الدرس اللغة الإنجليزية ، وجد التلاميذ صعوب في الفرق الفصل الكلمة جامد، فعل، صيغة و الزمان و المكان، كلمة يناسب، كلمة سرو، لدى تلاميذ الوقت كفا ليتعلموا، هم احبوا لعبا من التعلم، هم متكسلون لتدريبات عن الفصل الكلمة.

LIST OF CONTENT

| | |
|---------------------------------|------------|
| SUPERVISOR APPROVAL..... | i |
| EXAMINER APPROVAL | ii |
| ACKNOWLEDGEMENT..... | iii |
| ABSTRACT | iv |
| LIST OF CONTENT..... | v |
| LIST OF TABLES..... | vi |

CHAPTER I : INTRODUCTION

| | |
|--|--|
| A. Background of the Problem..... | |
| 1 | |
| B. Problem..... | |
| 3 | |
| C. Limitation of the Problem..... | |
| 4 | |
| D. Formulation of the Problem..... | |
| 4 | |
| E. Object and Significant of the Research..... | |
| 4 | |
| F. Reason for Choosing the Title..... | |
| 5 | |
| G. Definition of the Term..... | |
| 5 | |

CHAPTER II : REVIEW OF RELATED LITERATURE

| | |
|--|----|
| A. Theoretical Framework..... | 7 |
| B. Nature of Reading | 7 |
| C. Nature of Reading descriptive text..... | 8 |
| D. Nature of Parts of Speech..... | 9 |
| E. Factors Influence Students' Ability in Identifying Parts of Speech in Reading Descriptive text | 15 |
| F. Operational C v | 17 |
| G. Relevant Research | 19 |

CHAPTER III : RESEARCH METHODOLOGY

| | |
|---|----|
| A. Research Design..... | 20 |
| B. Location and Time of the Research..... | 20 |
| C. Description of SMPN 4 Rengat..... | 20 |
| D. Subject and Object of the Research..... | 21 |
| E. Population and Sample of the Research..... | 21 |
| F. Technique of Data Collection | 22 |

- a). Try out
- b). Test
- c). Questionnaire

G. Data analysis Technique..... 23

CHAPTER IV : DATA PRESENTATION AND DATA ANALYSIS

| | |
|---------------------------|----|
| A. Data Presentation..... | 25 |
| B. Data Analysis | 40 |

CHAPTER V : CONCLUSION AND THE SUGGESTION

| | |
|--------------------|----|
| A. Conclusion..... | 53 |
| B. Suggestion..... | 54 |

BIBLIOGRAPHY

APPENDIX 1

APPENDIX 2

APPENDIX 3

CAPTER I

INTRODUCTION

A. Background

The key to master English language is word. It is always found in all of English skills such as speaking, writing, listening, and reading. Therefore we must know about parts of words. Study of words can be called parts of speech.

Parts of speech is component in grammar. It can be said foundation in making sentences. Parts of speech can be classified into: noun, verb, adjective, adverb, pronoun, preposition, conjunction and interjection. According to Eckersley (1980:3) in Khusnil khotimah, all of words in English can be grouped according to work they do into eight classes.

Sometimes students get difficulties to differ parts of speech such as noun, verb, adjective, adverb preposition and conjunction. Because a word can be changed if it is added with prefix and suffix. For example a word misjudge (verb) if it is added with suffix ment will become new word misjudgment (noun).

Reading is one of the skills among four English language skills. Reading text consists of many words and have functions in sentence. Understanding reading text, we have to know parts of speech in there. Study parts of speech can help students to understand reading especially in reading descriptive text. Descriptive text is to describe characteristics of particular

person, thing or place. Descriptive text is kind of intensive reading. It is about reader take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

From the definition above. The teachers provides a text to the students, after that they study line by line in sentences and use dictionary about the grammar of the text such as study about part of speech. There are some technique in reading, one of them word study: synonym, antonym, prefix, suffix, categorizing, class (parts of speech).

The pourpose of intensive reading is to know the characteristics of descriptive text and to analyze words and sentences.

Students have learned about descriptive text from their teachers. They also study about part of speech such as noun, verb, adjective, adverb, preposition and conjunction. But ,the students are not able to identify the parts of speech in reaading descriptive text. It can be seen from the phenomena as in the following.

1. Some students cannot identify word function such as noun, verb, adjective, adverb, preposition and conjunction in reading descriptive.
2. Some students make mistakes in answering the questions about part speech.
3. Some students get confused about kinds of adverb : adverb of manner, adverb of time, adverb of frequency and adverb of place.

With reference to the problems above, the writer is interested in doing a research entitled. *“Students’ Ability in Identifying part of speech in*

Reading Descriptive Texts at the Second Year of SMPN 4 Rengat”.

SMPN 4 is one of school in regency of Indragirihulu district in Rengat located in DI Panjaitan Street Km 3. This school consists of first grade, second grade and third grade which each grade comprises 5 classes . English language taught twice one week.

B. Problem

1. Identification

There are many problems faced by the students in identifying parts of speech such as verb, noun, adverb, adjective, preposition and conjunction. It can be seen that the students still make mistaken in determining kind of words such as verb, noun, adverb, adjective, preposition and conjunction. in reading descriptive although they had learned about it, and the students are always confused in using parts of speech in making sentence.

Based on the phenomena in the background. The problems of this research are identified as in the following identifications:

1. Why most of students cannot identify parts of speech such as verb, noun, adjective, adverb preposition and conjunction?
2. What factor cause the students can not differentiate kind of words in reading descriptive text?
3. Why do most of students make mistaken in determining position of word such as verb, noun adjective and adverb in sentence?
4. How is the students' ability in identifying parts of speech in reading descriptive text?

5. What factor that influence students' ability in identifying parts of speech in reading descriptive text?

C. Limitation of the problem

The writer does not discuss all aspects in English that should be learned by students at second year. In this research, the writer focuses on Identifying parts of speech such as noun, verb, adjective, adverb (adverb of manner, adverb of time, adverb of frequency, adverb of place), preposition and conjunction in reading descriptive text.

D. Formulation of the problem

The problem of this study is formulated :

1. How is the students' ability in identifying parts of speech in reading descriptive text at The Second Year of SMPN 4 Rengat?
2. What factor influence the students' ability in identifying parts of speech in reading descriptive text at the Second Year of SMPN 4 Rengat ?

E. Objective and Significant of the Research

1. Objective of the research

- a. To know the students' ability in identifying parts of speech in reading descriptive text at second year of SMPN 4 Rengat.
- b. To know the factors that influence the students' ability in identifying parts of speech in reading descriptive text at second year of SMPN 4 Rengat.

2. Significance of the research

By doing this research, the writer hopes the finding of this research may:

- a. Give information to the students of SMPN 4 Rengat about parts of speech in English and form of descriptive text.
- b. Writer hopes that this research can help students in identify parts of speech in reading descriptive text.
- c. To fulfill one of the requirements for the under graduate of S1 degree at English Education Department of UIN SUSKA Riau.

F. Reasons of choosing the title

There are several reasons why the writer chooses this topic:

1. The title is relevant with the writer as English education department.
2. The writer is interested in this title because the writer wants to know about ability of students in identifying part of speech in reading descriptive text.
3. As far as the writer knows that this research has never been researched yet.

G. Definition of the term

The title of this research is “Students’ Ability in identifying part of speech in reading descriptive text at the second year of SMPN 4 Rengat”. For preventing misunderstanding and misinterpretation, some key terms in this research are defined as follows:

1. Ability is the capacity or power to do something physically or

mentally (**Hornby, 1989**)

2. Identifying means : recognize and be able to say who or what they are.(Hornby,2000)

It' means to show the student identifying part of speech in reading descriptive text.

3. Part of speech is system of classifying words in English language.

We group word in categories that share common characteristics in order to talk about the language more easily. All english words can be classified into eight parts of speech: noun, verb, adjective, adverb, pronoun, preposition, conjunction and interjections.

<http://www.pasadena.edu/division/english/writing/documents/dbdistingtin518.pdf>

4. Descriptive: According to Karim (1996) that descriptive is verbal of a person, place, or object.

CAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical framework

1. Nature of Reading

In syllabus of SMPN 4 Rengat, reading is one of parts in learning English language. To understand reading, we have to know components in reading. One of the components is words. Study of word is called part of speech. According to Kathlen (1986:33), most of words have more than one meaning. The meaning can be grouped by parts of speech.

“In Guide to College reading page 33-34, there are few suggestions for choosing the correct meaning from among those listed in an entry:”

1. “If you are familiar with the parts of speech, try to use these to locate the correct meaning. For instance, if you are looking up the meaning of a word that names a person, place, or thing, you can save time by reading only those entries given after *n.* (noun). “
2. “For most type of college reading, you can skip definition that give slang and colloquial (abbreviated colloq.) meanings.”
3. “If you are not sure of the part of speech, read each meaning until you find a definition that seems correct.”
4. “Test out your choice by choice by substituting the meaning in the sentence with which you are working. Substitute the definition for the word and see whether it makes sense in the context. “

There are many types of reading (article or essay). It is like narrative,

descriptive, expository, and persuasive.

- a. Narrative article is to review events that have happened. It explains the places of occurrences in time and tell what happened. Types of narrative include short story, novels, and new story.
- b. Descriptive article is the article that presents ideas by providing detail about characteristic of people, place and things.
- c. Exposition is used in giving information making explanation and interpreting meaning. It is also used to explain a process.
- d. Persuasive article is the article written to convince the reader of something.

From the article above, descriptive article is the material for test in order to know the ability of students' in identifying parts of speech in reading descriptive text.

2. Nature of Reading Descriptive text

Descriptive text is a text which tells what a person or thing is like. It means the characteristics of something. Topic is usually about the attributes of a thing. The generic Structure of descriptive text : identification ; identifying the phenomenon to be described. Description ; describing the phenomenon in parts, qualities, or / and characteristics. www.sil.org . According to Wishon and Burk (1980 : 379), description reproduces the way things, look, smell, taste, feel or sound: it may also evoke moods such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even of unit of time, days, times of day, or seasons.

In Reading descriptive text, It is absolutely true that the students will find parts of speech in every sentence, we can read the sequence of words on variety of noun, verb, adverb, adjective, preposition and conjunction.

Bandengan Beach

Bandengan Beach or Tirta Samudra Beach is the famous beach in Jepara. The place is very beautiful and romantic (1). People around jepara, kudas, Demak knows this place.

This place is located 7 kilometers north of jepara city center. The way to get there is very easy. Just follow the traffic sign and you will find it(2). From the town square, follow the road to bangsri then turn left when reached kuwasen village. You can take public transportation or by your own vehicle.
<http://paperronity.com/go/sites/mview/descriptive/14825328>

3. Nature of Part of speech

In oxford advanced Learner dictionary, parts of speech is one of classes into which words are divided according to their grammar as noun, verb, adjective, etc. (Hornby, 2000 p 924). There are eight parts of speech ; noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection Vikas, (2003: 9, in Khusnil hotimah 2005) But ,in these case the writer limits them only to noun, verbs, adjective, and adverb in Reading descriptive text. According to james P (1996:96) The teacher asks the students to discuss the words and to use the reading selection to sort the words into the appropriate categories. It means that the students can use reading descriptive text to

practice Parts of speech.

The term “ parts of speech “ refers to the classification of words according to their common uses in sentences. Traditionally, words have been classified into eight parts speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Many modern grammarians distinguish between four basic parts of speech, called forms classes (Noun and pronouns, verbs, adjective and adverbs), and function words. Function words fall into groups such as prepositions (and, but, for, either...or, yet, still, when, while, as, since, because)and interjections (well, ouch! oh! hey!). Words can function as different 'parts of speech ' with no change in form. A Good example is the form *fast*:

Because of their beliefs they *fast* twice a week (Verb)

Today is a *fast* and so we shall eat nothing (Noun)

He is a *fast* worker (adjective)

He run *fast* (Adverb)

We can only decide on its category when it occurs in a sentence; in other words , when we see what its function is. (*learning about linguistics An Introductory workbook* : 95). So from the statement above, it can be said that most words have more than one meaning, it can be used depending on sentence context.

a. **Noun**

A noun is a word that refers to one or more persons, places, objects, or ideas. Most nouns indicate one or more than one by changing their form: laser,

lasers; werewolf, werewolves. A few nouns do not change their form to show number : a sheep, a flock of sheep; an elk, a gang of elk. Nouns are usually classified as common or proper. Proper nouns are the names of particular persons and places: Fred, Pac-Man, Uncle Sam, Oklahoma City, Nicaragua. Proper nouns are always capitalized. Nouns that refer to objects that can be touched are called concrete nouns. According to Burton 1982 : 131) There are four kinds of noun:

Common nouns name a member of or an item in a whole class of persons or thing. Example ; man, farmer, letter

Abstract nouns name qualities or states of mind or feeling. Example ; diligence, benevolence, wealth etc

Collective nouns group or collections of person or things. Example cricket team.

A noun is word used as the name of anything a person, an animal, an object, a place, a situation, a quality or an idea. Noun is divided into six kinds: Proper noun is a word that stands for name of person, country or any particular names which begun with capital letter. Example:

- a. Randi listen to the radio.
- b. Jakarta is the capital of Indonesia.

Common noun is a word that denotes no one thing I particular, but it is common to any number of the same kind

Example:

- a. Take your book please!

- b. I met a man yesterday.

Material noun is a word that denotes the matter, or substance of which things are made.

Example

- a. Salt is necessary to live
- b. The lady is dressed in cotton

Collective noun is a word denotes the group of collection of multitude taken as one of complete whole.

Example

- a. I see a large congregation at mosque
- b. Those are navy

Abstract Noun is a word that denotes some quality, state or action apart from any particular instances or material object.

- a. Quality: the teacher will be happy with your kindness
- b. State: We have good pleasure today

Possessive Noun is ownership.

Example:

- a. Hadi's sincerity.
- b. Hani's hand.
- c. **Verb**

A Verb is a word that expresses an action or a state of existence. Verb may be identified by their forms. Regular verb add d, ed, or to the present-tense form to make the past tense and the past participle. In most cases,

irregular verbs forms the past tense and past participle by change of vowel. When a verb expresses an action that is performed by the subject upon an object, the verb is called transitive verb: *Tom grabbed his hat*. When the verb expresses an action performed by the subject without an object or when it indicates a state of existence, it is called an intransitive verb. *Joni jumped*.

c. Adjective

An adjective is a word, phrase, or clause that describes a noun or limits it in its meaning in some way. Single-word adjective usually comes before noun. Adjectives are attribute when they premodify nouns, *ie* : appear between the determiner and the head of the noun phrase :

Predicative adjective can be

(a) subject complement

Your daughter is *pretty*

(b) object complements

He made his wife *happy*

Adjective can often function as head noun phrases. Therefore, they do not inflect for number or for the genitive case and must take a definite determiner. Most commonly, such adjectives have personal reference:

The *extremely old* need a great deal of attention

We will nurse *your sick* and feed *your hungry*

d. Adverb

An Adverb is word, phrase, or clause that modifies or qualifies the meaning of a verb.

There are two type of syntactic function that characterize adverb, but an adverb needs have only one of these:

- (1) adverb
- (2) modifier of adjective and adverb.

Modifier of adverb

An adverb may premodify another adverb, and function as intensifier:

Example

They are smoking very *heavily*

There are many variety of adverb:

Adverb of frequency comes before the main verb of the sentence.

Example

John *always* studies at night.

| | | |
|-----------|------|------------------|
| Always | 100% | all of the time |
| Usually | | most of the time |
| Often | | much of the time |
| Sometimes | 50% | most of the time |
| Seldom | | Almost never |
| Never | 0% | not any time |

Adverbial of place comes after verb and its object. Expression of place comes from expression of time.

Example

We study in the *library*

He comes to class at 9:00 A.M

e. Preposition

Prepositions are words that come before a noun or pronoun and connect it to the rest of a sentence. Some of commons are ; above, about, across, after, along, among, at, before, behind, beside, between, down, for, from, in, like, near, of, off, on, out, over, since, to under, up and with.

f. Conjunctions

Conjunctions are words that join together elements of a sentence, such as words, phrases, or clause. Some of commons are ; and, but, yet, for, either-or, neither-nor, when while, as since, and because.

g. Interjections

Interjections are exclamation that are used alone or inserted into a sentence. Interjections generally express an emotion. Some of common are; Hey! Ouch! Gosh! Oh my Fur and whisker! Aha!

3. Factors Influence Students' Ability in Identifying Part of Speech in reading descriptive text

According to Rosenshine (1985 In Educational psychology p 474) learning by speech, explanation and demonstration are activities that can be done by teacher on approach interaction directly. Burton (1982:131) to identify a word as part of speech is to describe the work that it is doing in a sentence.

It means that teacher identify parts of speech and also explains some examples about parts of speech by making sentence.

Carol dweck (2002 in education psychology p 522. He found that the

students indicate two different responds about situation difficulties: orientation to mastering or helpless orientation. From the statements above, if the students get the positive respond they will be interested in the subject and follow the learning well. But if the students get negative respond, they will be lazy to follow the learning.

According to Hornby, ability is the capacity or to do something physical or mental. In Addition, Gordon (1988 in Sanjaya 2005: 6) says there are some aspects that should be contained in ability:

1. Knowledge
2. Understanding
3. Skill
4. Value
5. Attitude
6. Interest

Based on some quotations above, the writer concludes ability is the power of understanding a matter that involves in both mental and physical. They are all supported by knowledge, understanding, skill, value, attitude, interest toward learning especially in identifying parts of speech in reading descriptive text.

According to muhibbin syah (2004:144) the influence factor of learning

1. Internal factors

Internal factors are factors that come from the students themselves, in which they consists of

- a. Motivation
 - b. Adequate time
 - c. Attitude
 - d. Intelligent (concentration)
2. External factors

External factors are the factors that are derived from surrounding when they come from:

- a. Teacher/lectures
- b. Parents
- c. Peers
- d. Environment

John (2007 : 485) state what and how many items of study will be influenced by motivation of students, positive, emotional such as desire to know, which it usually can help them to be fluent in learning process. From the statement above, if the students have desire to know about mastery parts of speech. They will look for the classification of parts of speech and examples of them. According to James (1996: 96), The teacher then ask the students to study the reading selection to identify feature that the words have in common and to sort the words into the predetermined categories.

B. Operational Concept

Operational concept is a concept to give an explanation about theoretical framework in order to avoid misunderstanding of this research. To know the ability in identifying parts of speech in reading descriptive text. It

can be seen in the following indicators:

1. Students are able to identify noun
2. Students are able to identify verb
3. Students are able to identify adjective
4. Students are able to identify adverb
5. Students are able to identify preposition
6. Students are able to identify conjunction

To know the factors that influence the students ability in identifying parts of speech in reading descriptive text is by making list of question related to the activity of students in learning:

1. Students identify parts of speech from their teacher
2. Students get response in learning English especially in parts of speech
3. Students accept the learning well
4. Students are interested in identifying parts of speech.
5. Students practice their understanding about parts of speech by using reading descriptive text.
6. Students list name of word in reading descriptive text
7. Students have adequate time to learn English especially in parts of speech.
8. Students have concentration to accept learning about parts of speech.
9. Parents ask their children to studying before sleeping
10. Students review the lesson at home.
11. Students discuss about parts of speech with their peers

C. Relevant Research

So far the writer knows that this research has never been conducting before, but there are some previous researches concerning with part of speech in reading text. First, it was conducted by Khusnil Hotimah (2005) correlation between the mastery of parts of speech and reading comprehension ability of the sixth semester students of the English education department. The conclusion of the research , there is a significant correlation between students mastery parts of speech and their reading comprehension ability. the hypothesis proposed for this research is accepted. Second, Lidya Dwi (2008) research about Mastery of transitional words writing of the third year students' in language program at MAN 2 Model). In her research, she found that the students' mastery of transitional words in writing at the third years students in language program at MAN 2 Model Pekanbaru classified into less category.

CAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is descriptive method. According to Moh. Nazir (2005 p 54), descriptive method is a method which researches a status of human group, an object, set condition, system of idea or a class event at this period. Then Whitney in Nazir (2005 p 54) states that descriptive method is looking for the facts by using accurate interpretation. According to Burhan (2005:36) quantitative research with descriptive form has purpose to explain, summarize, various condition, various situation or various variable appears in society. The object of the research is based on what occurs. After that take to surface describe about condition, situation or variable. Generally, this research uses statistic inductive to analyze the data. It is kind of method that involves the collection of data for the purpose of describing exciting condition. Data will be analyzed with statistic.

B. Location and Time of the research

This research was conducted at SMPN 4 Rengat, which located on DI Panjaitan Street. This research was conducted in December 2009.

C. Description of SMPN 4 Rengat

SMPN 4 is one of the schools at regency of Indragiri hulu, located on DI Panjaitan Street district in Rengat. Around the building of SMPN 4 Rengat was a swampland. Therefore, the shape of building SMPN 4 Rengat is stage house. It has wall made of concrete and the floor of school made of wood.

Education facility of SMPN 4 Rengat there are classroom, living room, library, headmaster room, teacher room, Concealing room, vice headmaster room, Laboratory room, UKS room, practice of computer room, cooperation or shop, OSIS room, WC, bath room, warehouse, auditorium , musholla, appearance room and security room.

D. Subject and Object of the Research

The subject of the research was the students of SMPN 4 Rengat. The object of the research is ability in identifying part of speech in reading descriptive text.

E. Population and sample of Research

The population of this research was all the second year students of SMPN 4 Rengat. Population consist of five classes. The total number of the students are 144 students. According to Suharsimi Arikunto (2002 : 112) If the subject was more than 100 we can take 10 – 15 % or 20 – 25 % or more than it. So the writer took 40 % of 144 total population . So writer took 58 students as sample. So the writer used random sampling. The writer do to random of population by doing lotre. The writer made role of paper. In role of paper there are number 1 until 58 and also blank paper. After that writer concluded the total population and than ask them to choose the role of paper. If students get number, they will become sample.

F. Techniques of Data Collection

a. Try out

Before giving the test to students, the writer conducted a try out to verify the test whether they are reliable or not. It was done to find the level of difficulty, if the level of item are <30% and >70%. The test item had to be changed. The difficulty level on each item was calculated by using formula:

$$FV = \frac{R}{N}$$

FV = the difficulty level

R = The number of correct answer

N = The number of students

(Heaton, 1988:178)

After that the writer conducted the test. Before the test started, the writer performed question and answer related to parts of speech. The writer gave question by making sentence. After that students chose which were as verb, noun, adjective and adverb. And the writer tried to remind their lesson about adverb of frequency, adverb of manner and adverb of time. Then the writer gave example of descriptive text and also gave explanation about it.

After that, test was conducted. Time to answer the question for 90 minutes. The writer had conducted the test students SMPN 4 Rengat to know students' ability.

b. Test

Test was one of instruments in research. It is used to know the students' ability in identifying parts of speech such as verb, noun, adjective, adverb,

preposition and conjunction. The writer collected the data by giving the students the reading descriptive text, after that students chose parts of speech suitable with descriptive text. The writer contributed multiple choice. The item of the test consists of 30 items. Because this research is descriptive, to know the validity and reliability of test the writer conducted try out of the test once.

c. Questionnaire

Questionnaire was one of the instruments in research used to find the factors that influence the ability of students in identifying parts of speech such as verb, noun, adjective adverb, preposition and conjunction. The items of questionnaire consist 20

G. Data Analysis Technique

The data were analyzed by the following ways

1. To calculate the percentage of the students ability in identifying parts of speech such as verb, noun, adjective adverb, preposition and conjunction in reading descriptive text.

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Number of frequency

N = Total Number of respondents (Drs Anas sudjono : 1996)

2. The students score obtained from the result of test were categorized into five classifications.

TABLE III.1
CLASSIFICATION OF SCORE TEST

| NO | Categorized | Classification |
|----|-------------|----------------|
| 1 | Very Good | 80 – 100 |
| 2 | Good | 66 - 79 |
| 3 | Enough | 56 – 65 |
| 4 | Fair | 40 – 55 |
| 5 | Poor | 30 – 39 |

(Suharsimi 1993 : 249)

Table III.2
Percentage

| | |
|------------|--------|
| 76 – 100 % | Good |
| 56 – 75 % | Enough |
| 40 – 55 % | Fair |
| < 40 % | Poor |

Suharsimi (1998:246)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data presentation

In this chapter the writer presents the result of the research data which had been collected from the second year of SMPN 4 Rengat. The number of subject are 58 students. The main purpose of the research was to know the students' ability in identifying parts of speech in reading descriptive text at The Second Year of SMPN 4 Rengat and to know the factors that influence the students' ability in identifying parts of speech in reading descriptive text. In data collection the writer used test and questionnaire. Test was used to know the students' ability in identifying parts of speech in reading descriptive text. Questionnaire was used to know the factors that influence students ability in identifying parts of speech in reading descriptive text. The answer was categorized into four categories namely, good, enough, fair to poor and poor. To analyze the data, the writer used descriptive quantitative method.

A. Students Ability in identifying part of speech in reading descriptive text.

To answer first formulation of the problem, the writer used test to know the students' ability in identifying parts of speech in reading descriptive text. Such as noun, verb, adjective, adverb, preposition and conjunction in reading descriptive text. The writer found data about students' ability in identifying parts of speech in reading descriptive text as follow:

Table IV.1
Result of the Students Test in Answering Identifying Parts of Speech
in Reading Descriptive Text

| Interval Score | Telli | Ftequency | Percentage |
|----------------|--------------------------------------|-----------|------------|
| 65 – 69 | II | 2 | 3.4% |
| 60 – 64 | II | 2 | 3.4% |
| 55 – 59 | IIII | 4 | 6.9% |
| 50 – 54 | IIII IIII I | 11 | 18.9% |
| 45 – 49 | IIII II | 7 | 12.1% |
| 40 – 44 | IIII IIII IIII | 18 | 31.1% |
| 35 – 39 | IIII II | 7 | 12.1% |
| 30 – 34 | IIII II | 7 | 12.1% |
| Total | | N=58 | 100% |

From the table above, 2 students get the highest score with score 65 until 69 which the percentage 3.4%. 2 students get score 60 until 64 which the percentage 3.4%. 4 students get score 55 until 59 which the percentage 6.9%. 11 students get score 50 until 54 which the percentage 18.9%. 7 students get score 45 until 49 which the percentage 12.1%. 18 students get score 40 until 44 which the percentage 31.1%. 7 students get score 35 until 39 which the percentage 12.1%. 7 students get score 30 until 34 which the percentage 12.1%.

Table IV.2
Table of Calculation Standard Deviation Score the Students' Test in
Answering Identifying Parts of Speech in Reading Descriptive Text

| Interval Score | F | X | FX | x | x^2 | Fx^2 |
|----------------|------|----|------------------|--------|----------|-------------------------|
| 65 – 69 | 2 | 67 | 134 | 21.73 | 472.1929 | 944.3858 |
| 60 – 64 | 2 | 62 | 124 | 16.73 | 279.8929 | 559.7858 |
| 55 – 59 | 4 | 57 | 228 | 11.73 | 137.5929 | 550.3716 |
| 50 – 54 | 11 | 52 | 572 | 6.73 | 45.2929 | 498.2219 |
| 45 – 49 | 7 | 47 | 329 | 1.73 | 2.99.29 | 20.9503 |
| 40 – 44 | 18 | 42 | 756 | -3.27 | 10.6929 | 192.4722 |
| 35 – 39 | 7 | 37 | 259 | -8.27 | 68.3929 | 478.7503 |
| 30 – 34 | 7 | 32 | 224 | -13.27 | 176.0929 | 1232.6505 |
| Total | N=58 | - | $\sum FX = 2626$ | - | - | $\sum Fx^2 = 4477.5882$ |

According to Hartono (2004:62)

To obtained standard deviation, the writer might found mean score of students ability in identifying parts of speech in reading descriptive text. The way of the writer were total of FX 2626 and divided with total of frequency 58. it would got mean score 45.27.

To obtain standard deviation the writer used the root of total of Fx^2 (4477.5882) and it was divided the total of Frequency (58) which got score 8.78.

b. The Factor that Influence Students' Ability in Identifying Part of Speech in Reading Descriptive Text at the Second Year of SMPN 4 Rengat

The Questionnaire Data

Table IV.3
The Number of Students Identifying Part of Speech from Simple Sentence from their Teacher

| No | Alternative Option | Frequency | Percentage |
|-----------|---------------------------|------------------|-------------------|
| 1 | Always | 4 | 6.89 % |
| 2 | Often | 22 | 37.93 % |
| 3 | Sometime | 28 | 48.27 % |
| 4 | Seldom | 3 | 5.18 % |
| 5 | Never | 1 | 1.73 % |
| | | N = 58 | 100 % |

The table above shows that 4 of 58 students with 6.89% always identify parts of speech in simple sentence. 22 of 58 students with 37.93% often identify parts of speech in simple sentence. 28 of 58 students with 48.27% sometime identify parts of speech in simple sentence. 3 of 58 students with percentage 5.18% seldom identify parts of speech in simple sentence. 1 of 58 students with percentage 1.73% never identify parts of speech in simple sentence.

Table IV.4
The Number of Students Respond in Learning English about Parts of Speech

| No | Alternative Option | Frequency | Percentage |
|-----------|---------------------------|------------------|-------------------|
| 1 | Always | 12 | 20.68 % |
| 2 | Often | 11 | 18.97 % |
| 3 | Sometime | 26 | 44.83 % |
| 4 | Seldom | 8 | 13.79 % |
| 5 | Never | 1 | 1.73 % |
| | | N = 58 | 100 % |

The table above shows that 12 of 58 students with 20.68% always respond in learning English about parts of speech. 11 of 58 students with 18.97% often respond in learning English about parts of speech. 26 of 58 students with 44.83% sometime respond in learning English about parts of speech. 8 of 58 students with percentage 13.79% seldom respond in learning English about parts of speech. 1 of 58 students with percentage 1.73% never respond in learning English about part of speech.

Table IV. 5
The Number of Students Practice Parts of Speech to Increase the
Ability in Make Sentence

| No | Alternative Option | Frequency | Percentage |
|-----------|---------------------------|------------------|-------------------|
| 1 | Always | 2 | 3.45% |
| 2 | Often | 14 | 24.13% |
| 3 | Sometime | 15 | 25.87% |
| 4 | Seldom | 27 | 46.55% |
| 5 | Never | 0 | 0% |
| | | N = 58 | 100 % |

The table above shows that 2 of 58 students with 3.45% always practice parts of speech to increase the ability in making sentence. 14 of 58 students with 24.13% often practice parts of speech to increase the ability in making sentence. 15 of 58 students with 25.87% sometime practice parts of speech to increase the ability in making sentence. 27 of 58 students with percentage 46.55% seldom practice parts of speech to increase the ability in making sentence. 0 of 58 students with percentage 0% never practice part of speech to increase the ability in making sentence.

Table IV. 6
The Number of Students Interested to Use Reading Descriptive Text as
Material to Practice about Understanding Parts of Speech

| N o | Alternative Option | Frequency | Percentage |
|----------------|---------------------------|------------------|-------------------|
| 1 | Always | 11 | 18.97 % |
| 2 | Often | 8 | 13.79% |
| 3 | Sometime | 22 | 37.93% |
| 4 | Seldom | 12 | 20.68% |
| 5 | Never | 5 | 8.63% |
| | | N = 58 | 100 % |

The table above shows that 11 of 58 students with 18.97% are always interested to use reading descriptive text as material to practice about understanding parts of speech. 8 of 58 students with 13.79% are often interested to use reading descriptive text as material to practice about understanding parts of speech. 22 of 58 students with 37.93% are sometime interested to use reading descriptive text as material to practice about understanding parts of speech. 12 of 58 students with percentage 20.68% are seldom interested to use reading descriptive text as material to practice about understanding parts of speech. 5 of 58 students with percentage 8.63% are never interested to use reading descriptive text as material to practice about understanding parts of speech.

Table IV. 7
The Number of Students List Name of Word in Reading Descriptive Text

| No | Alternative Option | Frequency | Percentage |
|-----------|---------------------------|------------------|-------------------|
| 1 | Always | 6 | 10.35 % |
| 2 | Often | 7 | 12.06 % |
| 3 | Sometime | 31 | 53.45 % |
| 4 | Seldom | 10 | 17.25 % |
| 5 | Never | 4 | 6.89 % |
| | | N = 58 | 100 % |

The table above shows that 6 of 58 students with 10.35% always list the name of word in reading descriptive text. 7 of 58 students with 12.06% often list the name of word in reading descriptive text. 31 of 58 students with 53.45% sometime list the name of word in reading descriptive text. 10 of 58 students with percentage 17.25% seldom list the name of word in reading descriptive text. 4 of 58 students with percentage 6.89% never list the name of word in reading descriptive text.

Table IV.8
The Number of Students Concentration to Accept the Learning Especially Study Parts of Speech

| No | Alternative Option | Frequency | Percentage |
|-----------|---------------------------|------------------|-------------------|
| 1 | Always | 5 | 8.63 % |
| 2 | Often | 4 | 6.89 % |
| 3 | Sometime | 22 | 37.93 % |
| 4 | Seldom | 15 | 25.87 % |
| 5 | Never | 12 | 20.68 % |
| | | N = 58 | 100 % |

The table above shows that 5 of 58 students with 8.63% always concentrate to accept the learning about parts of speech. 4 of 58 students with 6.89% often concentrate to accept the learning about parts of speech. 22 of 58 students with 37.93% sometime concentrate to accept the learning about parts of speech. 15 of 58 students with percentage 25.87% seldom concentrate to accept the learning about parts of speech. 12 of 58 students with percentage 20.68% never concentrate to accept the learning about parts of speech.

Table IV.9
The Number of Students Like Study Parts of Speech

| No | Alternative Option | Frequency | Percentage |
|----|--------------------|---------------|--------------|
| 1 | Always | 9 | 15.51% |
| 2 | Often | 16 | 27.59% |
| 3 | Sometime | 25 | 43.10% |
| 4 | Seldom | 6 | 10.35 % |
| 5 | Never | 2 | 3.45 % |
| | | N = 58 | 100 % |

The table above shows that 9 of 58 students with 15.51% always like studying parts of speech. 16 of 58 students with 27.59% often like studying parts of speech. 25 of 58 students with 43.10% sometime like studying parts of speech. 6 of 58 students with percentage 10.35% seldom like studying parts of speech. 2 of 58 students with percentage 3.34% never like studying parts of speech.

Table IV. 10
The Number of Students Have Adequate Time to Study English Especially
Study Part of Speech

| N o | Alternative Option | Frequency | Percentage |
|----------------|---------------------------|------------------|-------------------|
| 1 | Always | 2 | 3.45 % |
| 2 | Often | 4 | 6.89 % |
| 3 | Sometime | 20 | 34.48 % |
| 4 | Seldom | 17 | 29.31 % |
| 5 | Never | 15 | 25.87 % |
| | | N = 58 | 100 % |

The table above shows that 2 of 58 students with 3.45% feel always have adequate time to study English especially to study about parts of speech. 4 of 58 students with 6.89% often have adequate time to study English especially to study about parts of speech. 20 of 58 students with 34.48% sometime have adequate time to study English especially to study about parts of speech. 17 of 58 students with percentage 29.31% seldom have adequate time to study English especially to study about parts of speech. 15 of 58 students with percentage 25.87% never have adequate time to study English especially to study about parts of speech.

Table IV. 11
The Number of Students Review the Lesson at Home

| N o | Alternative Option | Frequency | Percentage |
|----------------|---------------------------|------------------|-------------------|
| 1 | Always | 3 | 5.18 % |
| 2 | Often | 4 | 6.89% |
| 3 | Sometime | 5 | 8.63 % |
| 4 | Seldom | 32 | 55.17 % |
| 5 | Never | 14 | 24.13 % |
| | | N = 58 | 100 % |

The table above shows that 3 of 58 students with 5.18% always review the lesson at home. 4 of 58 students with 6.89% often review the lesson at home. 5 of 58 students with 8.63% sometime review the lesson at home. 32 of 58 students with percentage 55.17% seldom review the lesson at home 14 of 58 students with percentage 24.13% never review the lesson at home.

Table IV. 12
The Number of Students Understand about Parts of Speech

| N o | Alternative Option | Frequency | Percentage |
|----------------|---------------------------|------------------|-------------------|
| 1 | Always | 3 | 5.18 % |
| 2 | Often | 6 | 10.35 % |
| 3 | Sometime | 23 | 39.65 % |
| 4 | Seldom | 20 | 34.48 % |
| 5 | Never | 6 | 10.35 % |
| | | N = 58 | 100 % |

The table above shows that 3 of 58 students with 5.18% always understand about parts of speech and also form of descriptive text 6 of 58 students with 10.35% understand about parts of speech and also form of descriptive text. 23 of 58 students with 39.65% sometime understand about parts of speech and also form of descriptive text. 20 of 58 students with percentage 34.48% seldom understand about parts of speech and also form of descriptive text. 6 of 58 students with percentage 10.35% never understand about parts of speech and also form of descriptive text.

Table IV. 13
The Number of Students Interested to Enlarge the Ability in Parts of Speech by Make Some Examples

| N o | Alternative Option | Frequency | Percentage |
|----------------|---------------------------|------------------|-------------------|
| 1 | Always | 12 | 20.69 % |
| 2 | Often | 9 | 15.52 % |
| 3 | Sometime | 6 | 10.35% |
| 4 | Seldom | 30 | 51.72% |
| 5 | Never | 1 | 1.72 % |
| | | N = 58 | 100 % |

The table above shows that 12 of 58 students with 20.69% are always interested to enlarge the ability in parts of speech by making some examples. 9 of 58 students with 15.52% are often interested to enlarge the ability in parts of speech by making some examples. 6 of 58 students with 10.35% are sometime interested to enlarge the ability in parts of speech by making some examples. 30 of 58 students with percentage 51.72% are seldom interested to enlarge the

ability in parts of speech by making some examples. 1 of 58 students with percentage 1.72% are never interested to enlarge the ability in parts of speech by making some examples.

Table IV. 14
The Number of Students can Accept the Learning about Parts of Speech Well

| No | Alternative Option | Frequency | Percentage |
|-----------|---------------------------|------------------|-------------------|
| 1 | Always | 9 | 15.52 % |
| 2 | Often | 8 | 13.79 % |
| 3 | Sometime | 27 | 46.55 % |
| 4 | Seldom | 12 | 20.70 % |
| 5 | Never | 2 | 3.44 % |
| | | N = 58 | 100 % |

The table above shows that 9 of 58 students with 15.52% always accept the learning about parts of speech well. 8 of 58 students with 13.79% often accept the learning about parts of speech well. 27 of 58 students with 46.55% sometime accept the learning about parts of speech well. 12 of 58 students with percentage 20.70% seldom accept the learning about parts of speech well. 2 of 58 students with percentage 3.44% never accept the learning about parts of speech well.

Table IV. 15
The Number of Students My English Teacher Use to be Friendly with all Students

| N o | Alternative Option | Frequency | Percentage |
|----------------|---------------------------|------------------|-------------------|
| 1 | Always | 23 | 39.65% |
| 2 | Often | 20 | 34.48% |
| 3 | Sometime | 7 | 12.06% |
| 4 | Seldom | 5 | 8.62% |
| 5 | Never | 3 | 5.18% |
| | | N = 58 | 100 % |

The table above shows that 23 of 58 students with 39.65% think that their English teacher is always friendly with all students. 20 of 58 students with 34.48% think that their English teacher is often friendly with all students. 7 of 58 students with 12.06% think that their English teacher is sometimes friendly with all students. 5 of 58 students with percentage 8.62% think that their English teacher is seldom friendly with all students. 3 of 58 students with percentage 5.18% think that their English teacher is never friendly with all students.

Table IV.16
Number of Students Study with Their Peers

| N o | Alternative Option | Frequency | Percentage |
|----------------|---------------------------|------------------|-------------------|
| 1 | Always | 8 | 14.7% |
| 2 | Often | 10 | 17.2% |
| 3 | Sometime | 25 | 43.1% |
| 4 | Seldom | 11 | 18.9% |
| 5 | Never | 4 | 6.8% |
| | | N = 58 | 100 % |

The table above shows that 8 of 58 students with 14.7% feel that they always study with their peers. 10 of 58 students with 17.2% feel that they often study with their peers 25 of 58 students with 43.1% feel that they sometime study with their peers. 11 of 58 students with percentage 18.9% feel that they seldom 4 of 58 students with percentage 6.8% feel that they never study with their peers.

Table IV.17
Number of Students Said Their Parents Ask them to Study Before Sleep

| N o | Alternative Option | Frequency | Percentage |
|----------------|---------------------------|------------------|-------------------|
| 1 | Always | 6 | 10.35 % |
| 2 | Often | 10 | 17.24 % |
| 3 | Sometime | 23 | 39.65 % |
| 4 | Seldom | 9 | 15.52 % |
| 5 | Never | 10 | 17.24 % |
| | | N = 58 | 100 % |

The table above shows that 6 of 58 students with 10.35% feel that their parents always ask them to study before sleeping. 10 of 58 students with 17.24% feel that their parents often ask them to study before sleeping. 23 of 58 students with 39.65% feel that their parents sometime ask them to study before sleeping. 9 of 58 students with percentage 15.52 % feel that their parents seldom ask them to study before sleeping. 10 of 58 students with percentage 6.8% feel that their parents never ask them to study before sleeping.

B. Data Analysis

A. Test

To analysis data students' ability in identifying parts of speech in reading descriptive text the writer used formula:

$$P = \frac{F}{N} \times 100$$

Which:

P= Percentage score

F= Frequency score

N= Total of frequency

To analyze the mean score, the writer used formula:

$$M = \frac{\sum FX}{N}$$

$$M = \frac{2626}{58} = 45.27$$

To analyze the standard deviation, the writer used formula:

$$SD = \sqrt{\frac{\sum fx^2}{N}}$$

$$SD = \sqrt{\frac{4477.5882}{58}}$$

$$SD = \sqrt{77.19}$$

$$SD = 8.78$$

SD = Standard Deviation

x = Deviation

x^2 = Quadrate of deviation

F = Frequency of score

Fx^2 = Frequency times quadrate of deviation

N = total all frequency

Table IV.18
The percentages of Students' Ability in Identify Part of Speech in
Reading Descriptive text

| NO | Score | Frequency | Percentage | Ability Level |
|----|----------|-----------|------------|---------------|
| 1 | 80 – 100 | 0 | 0 % | Very Good |
| 2 | 66 – 79 | 2 | 3.45 % | Good |
| 3 | 56 – 65 | 6 | 10.35% | Enough |
| 4 | 40 – 55 | 36 | 62.06% | Fair |
| 5 | 30 – 39 | 14 | 24.13% | Poor |
| | Total | 58 | 100% | |

From the table above, it can be seen that 58 students who involved in this research, no students got very good level. 2(3.45%) students were in good

level. 6 (10.35%) students were in enough level. 36 (62.06%) students were in fair level and 14 (24.13%) students were in poor level.

After analyzing data of the students' ability in identifying parts of speech in reading descriptive text, the writer analyzed the questionnaire to know factor that influence the students' ability in identifying parts of speech in reading descriptive text as follows:

B. Questionnaire

To analysis data factor influence students' ability in identifying parts of speech in reading descriptive text needed table of recapitulation of score in answering questionnaire as follow:

$$p = \frac{F}{N} \times 100\%$$

Table IV. 19
Recapitulation Data Of The Factor That Influence Students' Ability
In Identifying part of speech In Reading Descriptive Text

| N O | 5 | | 4 | | 3 | | 2 | | 1 | | Total | |
|--------|----|--------|----|--------|----|--------|----|--------|---|-------|-------|--------|
| | F | P | F | P | F | P | F | P | F | P | F | P |
| 1 | 4 | 6.89% | 22 | 37.93% | 28 | 48.27% | 3 | 5.18% | 1 | 1.73% | | |
| | 20 | | 88 | | 84 | | 6 | | 1 | | 199 | 68.6% |
| 2 | 12 | 20.68% | 11 | 18.97% | 26 | 44.83% | 8 | 13.79% | 1 | 1.73% | | |
| | 60 | | 44 | | 78 | | 16 | | 1 | | 199 | 68.6% |
| 3 | 2 | 3.45% | 14 | 24.13% | 15 | 25.87% | 27 | 46.55% | 0 | 0% | | |
| | 10 | | 56 | | 45 | | 54 | | 0 | | 165 | 56.89% |

| | | | | | | | | | | | | |
|----|----|--------|----|--------|----|--------|----|--------|----|--------|-----|--------|
| 4 | 11 | 18.97% | 8 | 13.79% | 22 | 37.93% | 12 | 20.68% | 5 | 8.63% | | |
| | 55 | | 20 | | 66 | | 24 | | 5 | | 170 | 58.62% |
| 5 | 6 | 10.35% | 7 | 12.06% | 31 | 53.45% | 10 | 17.25% | 4 | 6.89% | | |
| | | | 28 | | 93 | | 20 | | 4 | | 175 | 60.3% |
| 6 | 5 | 8.63% | 4 | 6.89% | 22 | 37.93% | 15 | 25.87% | 12 | 20.68% | | |
| | 25 | | 16 | | 66 | | 30 | | 12 | | 149 | 51.3% |
| 7 | 9 | 15.51% | 16 | 27.59% | 25 | 43.10% | 6 | 10.35% | 2 | 3.45% | | |
| | 45 | | 64 | | 75 | | 12 | | 2 | | 198 | 68.27% |
| 8 | 2 | 3.45% | 4 | 6.89% | 20 | 34.48% | 17 | 29.31% | 15 | 25.87% | | |
| | 10 | | 16 | | 60 | | 34 | | 15 | | 135 | 46.5% |
| 9 | 3 | 5.18 | 4 | 6.89% | 5 | 8.63% | 32 | 55.17% | 14 | 24.13% | | |
| | 15 | | 16 | | 15 | | 64 | | 14 | | 124 | 46.5% |
| 10 | 3 | 5.18% | 6 | 10.35% | 23 | 39.65% | 20 | 34.48% | 6 | 10.35% | | |
| | 15 | | 24 | | 69 | | 40 | | 6 | | 154 | 53.1% |
| 11 | 12 | 20.69% | 9 | 15.52% | 6 | 10.35% | 30 | 51.72% | 1 | 1.72% | | |
| | 60 | | 36 | | 18 | | 60 | | 1 | | 175 | 60.34% |
| 12 | 9 | 15.52% | 8 | 13.79% | 27 | 46.55% | 12 | 20.70% | 2 | 3.44% | | |
| | 45 | | 32 | | 81 | | 24 | | 2 | | 184 | 63.4% |
| 13 | 23 | 39.65 | 20 | 34.48% | 7 | 12.06 | 5 | 8.62% | 3 | 5.18% | | |

| | | | | | | | | | | | | |
|----|-----|------------|----|--------|----|------------|----|------------|----|------------|-----|------------|
| | | % | | | | % | | | | | | |
| | 115 | | 80 | | 21 | | 10 | | 3 | | 229 | 78.96 % |
| 14 | 8 | 14.7% | 10 | 17.2% | 25 | 43.1% | 11 | 18.9% | 4 | 6.8% | | |
| | 40 | | 40 | | 75 | | 22 | | 4 | | 181 | 62.41 % |
| 15 | 6 | 10.35 % | 10 | 17.24% | 23 | 39.65 % | 9 | 15.52 % | 10 | 17.24 % | | |
| | 30 | | 40 | | 69 | | 18 | | 10 | | 167 | 57.58 % |

From the table above, the writer concluded that it is only 68.6% of the students identifying parts of speech in simple sentence from their teacher such as explanation from teacher. 68.6% of the students respond in learning English about parts of speech. 56.89% of the students practice parts of speech to increase the ability in making sentence. It means most of the students got information about name of words from their teacher. 58.62% of students feel interested to use reading descriptive text as material to practice the ability about understanding parts of speech. 60.3% of the students list name of word in reading descriptive. 51.3% the students concentrate to accept the learning especially study parts of speech. Furthermore 68.27% of the students like studying English. 46.5% has adequate time to study English. 46.5% of students review the lesson at home. 53.1% students understand about parts of speech and also form of descriptive text. 60.34% of the students is interested in enlarge the ability in parts of speech by making sentence. 63.4 % of the students can accept the learning about parts of

speech well. 78.96% their English teacher use to be friendly with all students. 62.41 of students study together with their peer. 57.58% their parents ask them to studying before sleeping.

In analyzing the result of questionnaire above, it can be seen that the factors influencing students' ability in identifying parts of speech in reading descriptive text :

1. Students are not serious to learn English.
2. Students find difficulties in different parts of speech such as noun, verb, adjective, adverb, conjunction, interjection, etc.
3. Students have adequate time to study. They like playing better than studying.
4. They lazy to practice about part of speech
5. Most of students prefer playing in class to discussing with their friends.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research is entitled students' ability in identifying parts of speech in reading descriptive text. Based on result of the research, it can be concluded that there are 58 students as sample. From the sample above, it will answer two formulations of the problem: first formulation students ability in identifying parts of speech in reading descriptive text as categorized into fair. The result can be seen from the frequency of students' ability in answering test, 36 persons have score 40 – 55 with percentage score 62.06%. The result can be seen from the mean score 45.97%.

Second formulation of the problems is factor that influence students ability in identifying part of speech in reading descriptive text are :

1. Students are not serious to learn English.
2. Students find difficulties in different part of speech such as noun, verb, adjective and adverb
3. Students have adequate time to study. They like playing better than studying.
4. They are lazy to practice about part of speech

Most of students prefer playing in class to discussing with their friends

B. Suggestion

Suggestion for Teacher

- a) Teacher should teach material about parts of speech by using method that is easy to remembered by the students and give explanation about using it in sentence.
- b) Teacher should teach prefix, suffix, and root of word by giving a lot of example.
- c) Teacher should a motivator for his student in learning English

Suggestion for Students

- a) Students should be more active in learning by giving response in learning process.
- b) Students should be more active in classroom by looking for the name of word from teacher or another source.
- c) Students should practice more in learning such as review lesson at home.
- d) Students should find out parts of speech not only from the teacher but also from another source.

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THE LIST OF TABLE

| | | |
|-------------|--|----|
| Table III.1 | Classification of Score Test..... | 24 |
| Table III.2 | Percentage..... | 24 |
| Table IV.1 | Result of the Students Test in Answering Identifying Parts of Speech in Reading Descriptive Text..... | 26 |
| Table IV.2 | Calculation Standard Deviation Score the Students test in Answering Identifying Parts of Speech in reading Descriptive text..... | 27 |
| Table IV.3 | The Number of Students Identifying Part of Speech from Simple Sentence from their Teacher..... | 28 |
| Table IV.4 | The Number of Students Respond in Learning English about Parts of Speech..... | 29 |
| Table IV.5 | The Number of Students Practice Parts of Speech to Increase the Ability in Make Sentence..... | 30 |
| Table IV.6 | The Number of Students Interested to Use Reading Descriptive Text as Material to Practice about Understanding Parts of Speech..... | 31 |
| Table IV.7 | The Number of Students List Name of Word in Reading Descriptive Text..... | 32 |
| Table IV.8 | The Number of Students Concentration to Accept the Learning Especially Study Parts of Speech..... | 32 |
| Table IV.9 | The Number of Students Like Study Parts of Speech..... | 33 |
| Table IV.10 | The Number of Students Have Adequate Time to Study | |

| | | |
|-------------|---|----|
| | English Especially Study Part of Speech..... | 34 |
| Table IV.11 | The Number of Students Review the Lesson at Home..... | 35 |
| Table IV.12 | The Number of Students Understand about Parts of Speech | 35 |
| Table IV.13 | The Number of Students Interested to Enlarge the Ability in Parts of Speech by Make Some Examples..... | 36 |
| Table IV.14 | The Number of Students can Accept the Learning about Parts of Speech Well..... | 37 |
| Table IV.15 | The Number of Students My English Teacher Use to be Friendly with all Students | 38 |
| Table IV.16 | Number of Students Study with Their Peers..... | 39 |
| Table IV.17 | Number of Students Said Their Parents Ask them to Study Before Sleep..... | 39 |
| Table IV.18 | The percentages of Students' Ability in Identify Parts of Speech in Reading Descriptive text..... | 41 |
| Table IV.19 | Recapitulation Data Of The Factor That Influence Students' Ability In Identifying part of speech In Reading Descriptive Text..... | 42 |

